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ABSTRACT

The aim of this guide is to raise the quality of instruction and to advance the opportunities available to all pupils for better learning. It is to be completed by each foreign language teacher in the elementary schools and by the program coordinator. The items consist of standards and practices that generally characterize good programs. The areas to be evaluated are: program objectives, program organization, languages offered, administration and supervision, coordination and articulation, instructional staff, methods of instruction, materials of instruction, pupil achievement, and evaluation. Summary space is provided to indicate (a) outstanding aspects, practices and features of the FLES program, (b) the areas in which the most improvement is needed, (c) projects whose aim is to strengthen or improve the aspects of the FLES program most in need of improvement and (d) suggestions for further improvement. (AMH)

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A GUIDE FOR THE REVIEW OF ELEMENTARY SCHOOL FOREIGN LANGUAGE

The University Of The State Of New York
THE STATE EDUCATION DEPARTMENT
Cooperative Review Service

FOREIGN LANGUAGE
ELEMENTARY SCHOOL
Revised June 1971

The Cooperative Review Service is a partnership effort of the State Education Department and the local school system. It focuses principal attention on the teaching and learning process, with primary emphasis on the adequacy of the curriculum; the training, experience and effectiveness of the instructional staff; the quality of library, laboratory, and shop resources; and the extent to which the talents of all pupils are discovered and encouraged. The aim is to raise the quality of instruction and to advance the opportunities available to all pupils for better learning.

Instructions

- This guide should be completed by each foreign language teacher who teaches in the elementary schools, and by the program coordinator if there is one.
- Note that items consist of standards and practices that generally characterize good school programs.
- Base your conclusions on the total program in the subject or service area, rather than on a single subject or grade level of the program.
- If you wish to qualify an item, enter an explanatory note in the space after it, or at the end of the section. If more space is needed, additional sheets may be attached. Identify, by number and part, all items which you have added as qualifying statements.
- If any important program features are not listed, insert a statement concerning these in the space headed "Comments" at the end of each section.
- At the end of this Guide there is a SUMMARY for indicating strong aspects of the total program, and areas in which improvement is needed. Care in filling out this SUMMARY is especially important in future planning for program improvement.

Name of School: _____

Address: _____

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Definition of Terms Used

Strong Aspect:	Consistently above average. A practice, condition, or item that is recognized as an outstanding feature of the program.
Needs Improvement:	Below average. Obvious weaknesses should be checked in this column.

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A GUIDE FOR THE REVIEW

OF

ELEMENTARY SCHOOL FOREIGN LANGUAGE

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Program Objectives		
1. FLES is considered as the beginning of bona fide, sequential foreign language instruction which is continuous through grade 12.		
2. Specific and clearly formulated objectives for the development of language skills in the districtwide FLES program have been developed and are readily available in printed form		
3. FLES pupils and their parents have been informed of the objectives and implications of the program, e.g., a commitment to pursue the study of that language as long as successful, presumably through grade 12		
4. Instruction reflects the objectives of the program.		
5. Elementary classroom teachers (those involved in the program as well as those not directly affected by its impact) fully understand and endorse the program.		
6. FLES teachers are aware of and are in full agreement with the objectives of the foreign language program in the secondary schools		
7. Elementary school administrators are thoroughly familiar with the program and endorse it.		
8. Secondary language teachers fully understand and endorse the FLES program.		

Comments:

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Program Organization		
1. FLES is offered regularly year after year.		
2. FLES is offered gradewide with few exceptions.		
3. Instruction is provided during normal school hours		
4. Instruction is offered on a daily basis.		
5. Below grade 5, FLES classes meet from 15 to 20 minutes daily		
6. In grades 5 and 6, FLES classes meet from 25 to 30 minutes daily.		
7. Successful FLES pupils have the opportunity and are strongly encouraged to continue the study of the same language in junior high school		
8. In grade 7, successful FLES pupils are scheduled separately from beginning foreign language learners		

Languages Offered This Year

	Pupil Enrollment by Grade					
Language (Please check)	1	2	3	4	5	6
French ☐						
Spanish ☐						
German ☐						
Italian ☐						
Russian ☐						
Others:						

Comments:

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Administration and Supervision		
1. One knowledgeable person is reponsible for the entire FLES program.		
2. The responsibilities of such a person include curriculum development, selection of materials, coordination of the foreign language program, and supervision of foreign language teachers.		
3. Supervision of FLES teachers occurs frequently and results in the improvement of instruction.		
4. Effective supervision is not impeded by nonsupervisory assignments.		

Comments:

Coordination and Articulation		
1. Provision is made for systematic coordination and articulation within and between each level and language.		
2. There are frequently scheduled departmental meetings of:		
• all foreign language teachers, districtwide		
• teachers by language, districtwide.		
• all foreign language teachers, grades K-9		
• teachers by language, grades K-9.		
• all FLES teachers		
• FLES teachers by language		

Comments:

Check (✓) the column most applicable to each item: (If the item <u>does not exist</u>, or <u>does not apply</u> in your school system, please explain this under <u>Comments</u>, referring to the item by number.)	Strong Aspect	Needs Improvement
<u>Instructional Staff</u>		
1. FLES teachers' proficiency in the language they teach is high, as measured by an instrument such as the MLA Foreign Language Proficiency Test, now administered by the Department's College Proficiency Examination Program.		
2. FLES teachers possess insight into the culture of the country whose language they teach		
3. FLES teachers have taken a FLES methods course.		
4. Local inservice training for FLES teachers is available to help them meet and maintain current professional standards. .		
5. FLES teachers are thoroughly familiar with current professional literature and developments in all phases of foreign language teaching		
6. FLES teachers actively participate in professional meetings, formal study, and intervisitation		
7. Most of the FLES teachers have spent some time in the country whose language they teach		
8. FLES teachers' total schedules of instructional and other duties are reasonable and do not exceed 200 minutes of instruction daily		

<u>Comments</u>:

Check (√) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Methods of Instruction		
1. There is observable evidence of careful preparation for each lesson.		
2. Each lesson or class session is planned around specific and identifiable goals and problems		
3. The methods, techniques, and activities of instruction are sufficiently varied to maintain pupils' interest.		
4. Pupils are provided with repetition, substitution, and simple transformation drills for the presentation of grammar		
5. Each presentation allows for maximum participation by each pupil		
6. The pace of instruction is appropriate to the ability of the pupils and the difficulty of the material		
7. FLES teachers make frequent and appropriate use of gestures and props in their presentation.		
8. With few exceptions, lessons are conducted entirely in the foreign language according to a planned progression		
9. Pupil responses are audible to the teacher and to the other pupils in all parts of the classroom.		
10. FLES teachers are skillful and effective in identifying and correcting pupil errors of all types.		
11. Foreign language vocabulary is presented in meaningful context rather than as isolated lexical items.		
12. The foreign language material is presented within a structured series of dialogues or basic sentences which are either memorized or near-memorized by the pupils		

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Methods of Instruction (cont.)		
15. Pupils are encouraged and guided to select from and vary upon their repertoire of structures and patterns.		
16. Opportunities for remedial instruction are provided		
17. Available foreign language and foreign culture resources of the community are exploited to advantage.		
18. Culturally authentic songs, dances, and games are used only as supporting activities for the learning of the foreign language.		
19. In FLES programs of three or more years' duration, FLES teachers are skilled in the conduct of reading-preparation and writing-preparation activities.		

Comments:

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Materials of Instruction		
1. Professionally prepared and commercially distributed materials of instruction, such as teaching guides, are being used in the FLES program.		
2. Instructional materials used in FLES instruction are coordinated with and lead into those used in grades 7-9		
3. The course materials reflect the stated objectives of the FLES program.		
4. All FLES teachers in the district use essentially the same instructional materials		
5. The content of the instructional materials is culturally authentic		
6. The content of the instructional materials is suitable to the maturity of the pupils.		
7. Appropriate audiovisual materials are available in suitable quantity to insure realization of the program objectives. .		
8. Electromechanical aids, such as tape recorders or record players, are used in the FLES program		
9. FLES classrooms are physically equipped for the effective use of audiovisual and electromechanical equipment.		

Comments:

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Pupil Achievement		
1. Pupils' overall progress in foreign language learning is commensurate with the amount of previous exposure as well as the frequency and duration of present instruction.		
2. FLES pupils understand the spoken language to a degree commensurate with the conditions stated above.		
3. Pupils respond in the foreign language with reasonable fluency		
4. Pupils respond with accurate pronunciation and intonation . .		
5. After a sufficient period of prereading instruction, pupils learn to read the foreign language with direct comprehension.		

Comments:

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Evaluation		
1. Parents are regularly informed of pupil progress.		
2. A planned program of FLES pupil evaluation has been established		
3. At the end of grade 6, FLES progress is evaluated by means of either standardized foreign language achievement tests or achievement tests locally developed by foreign language teachers of grades 6 and 7.		
4. All FLES teachers measure achievement with the same or similar examinations.		
5. Pupil progress is primarily evaluated in terms of speaking and listening comprehension		
6. The purpose of evaluating FLES achievement at the end of grade 6 is to assure retention of successful pupils in the program and to effect homogeneous grouping in grade 7 . . .		

Comments:

SUMMARY

Use as many pages as needed to indicate:

A. Outstanding aspects, practices, and features of the FLES program.

B. The area(s) in which the most improvement is needed.

C. What is being done to strengthen or improve the aspects of the FLES program most in need of improvement?

D. Suggestions for further improvement.